**Faculty Research Inventory**

(Last updated October 2025)

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# Dr. Jeff Andre

**Current Research**

My research investigates human vision processes and visual perception. In the past, we have conducted studies on vision and locomotion, visual attention, eye movements, as well as wayfinding and map reading.

**Specific Studies**

Current studies include vision while walking, motion perception, graphical perception and estimating time to contact.

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 **Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection |  | X |  |  |
| Data Entry |  | X |  |  |
| Article Discussion | X |  |  |  |
| Study Development | X |  |  |  |
| Writing Group |  |  | X |  |
| Post Hoc studies |  |  |  | X |
| Literature Review |  | X |  |  |
| IRB Preparation |  |  | X |  |
| Study preparation |  |  |  |  |
| Research Assistant Training |  |  |  | X |
| Participant recruitment |  |  |  | X |
| Data cleaning |  |  | X |  |
| Data management |  | X |  |  |
| Data analysis |  | X |  |  |
| Lab meetings |  X |  |  |  |
| Manuscript preparation/publications submitted or accepted |  |  | X |  |
| Grant writing |  |  |  | X |
| Conference attendance |  |  | X |  |
| CV development |  |  | X |  |
| Professional development |  |  | X |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants |  | X |  |  |

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** No.
* **Website?** No
* **Is there a minimum commitment for this lab?** I usually like 2 semesters, but it is not required.
* **Are 203 students accepted?** No
* **Are there required prerequisites?** PSYC 211 is required.
* **Are there preferred prerequisites?** PSYC 375 is preferred.
* **Do you mentor honors thesis projects?** Yes; typically, honors students will start out in a 403 in the lab. As a vision scientist, I am interested in eyes. Students should also have an interest in visual perception research, although a career goal of working is a visual perception related field is not necessary (I have had plenty of students from all parts of Psychology work with me).
 |

# Dr. Suzanne Baker

**Current Research**

My research students work on a variety of projects. My most recent research teams have worked on projects related to human attitudes toward animals and attitudes toward nature. I am also interested in projects related to animal behavior in general, to history of psychology to scholarship of teaching and learning.

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 **Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection |  | X |  |  |
| Data Entry |  | X |  |  |
| Article Discussion | X |  |  |  |
| Study Development |  | X |  |  |
| Writing Group |  | X |  |  |
| Post Hoc studies |  |  | X |  |
| Literature Review |  | X |  |  |
| IRB Preparation |  | X |  |  |
| Study preparation |  |  |  |  |
| Research Assistant Training |  | X |  |  |
| Participant recruitment |  |  |  | X |
| Data cleaning |  |  |  |  |
| Data management |  |  |  |  |
| Data analysis |  |  | X |  |
| Lab meetings |  X  |  |  |  |
| Manuscript preparation/publications submitted or accepted |  |  | X |  |
| Grant writing |  |  | X |  |
| Conference attendance |  | X |  |  |
| CV development |  |  |  | X |
| Professional development |  | X |  |  |
| Conduct research with non-human subjects |  |  |  |  |
| Have direct contact with human participants |  |  | X |  |

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** No, interested students should contact me to discuss their interests in being part of the research team
* **Website?** No
* **Is there a minimum commitment for this lab?** No
* **Are 203 students accepted?** Yes
* **Are there required prerequisites?** No
* **Are there preferred prerequisites?** Yes, prefer students to have taken or be enrolled in PSYC/BIO 395 or other animal-behavior-related experiences if the project is animal-related, but this isn’t a set requirement.
* **Do you mentor honors thesis projects?** Yes, if students are interested in a project related to something I do (animal behavior, attitudes toward animals, attitudes toward nature; human-animal relationships, history of psychology, or SOTL-related projects)
 |

Contact Dr. Baker for a list of publications and presentations.

**Dr. Benjamin T. Blankenship**

**Current Research**

In the Structural Oppression as Feelings Attitudes and Behaviors Psychology Lab, or S.O.F.A.B. Lab, students will assist with political psychology research that investigates the connection between individual difference variables (e.g. identity, personality, and values), social-psychological variables (i.e. feelings, attitudes, and behaviors), and socio-political variables that have the capacity to affect social structure, including voting, activism, and other types of engagement aimed at creating social change. Previous studies have examined these themes in several marginalized groups, including LGBTQ+, racial/ethnic, immigrant, and SES/class groups. Recent research has also focused on the role of physical spaces (i.e., places) as social identities that also inflect these outcomes.

**Specific Studies**

* Please view Dr. Blankenship’s personal website (btblankenship.com) for a complete list of recent studies and interests, as well as more information about his lab. You can also find more information about the lab at https://www.sofabpsychlab.com/.

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**Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience |
| Data Collection | X |  |  |  |
| Data Entry | X |  |  |  |
| Article Discussion |  | X |  |  |
| Study Development | X |  |  |  |
| Writing Group |  |  | X |  |
| Post Hoc studies | X |  |  |  |
| Literature Review | X |  |  |  |
| IRB Preparation | X |  |  |  |
| Study preparation | X |  |  |  |
| Research Assistant Training | X |  |  |  |
| Participant recruitment | X |  |  |  |
| Data cleaning | X |  |  |  |
| Data management | X |  |  |  |
| Data analysis |  | X |  |  |
| Lab meetings | X |  |  |  |
| Manuscript preparation/publications submitted or accepted |  |  | X |  |
| Grant writing |  |  | X |  |
| Conference attendance |  | X |  |  |
| CV development |  | X |  |  |
| Professional development | X |  |  |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants |  | X |  |  |

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** Yes, it is on the lab website,: https://www.sofabpsychlab.com/join-the-lab.
* **Website:** https://www.sofabpsychlab.com/
* **Is there a minimum commitment for this lab?** 2 semesters requested
* **Are 203 students accepted?** Yes.
* **Are there required prerequisites?** No.
* **Are there preferred prerequisites?** PSYC 210/211 (or 212/213); PSYC 220 or other socio-cultural class
* **Do you mentor honors thesis projects?** Yes, but I prefer to mentor honors thesis projects for students who have spent at least 1 year (2 semesters) in my lab.
 |

**Recent Publications**

**(within the past 18 months)**

See the lab website (https://www.sofabpsychlab.com/) and/or btblankenship.com for the most recent publications.

# Dr. Curtis Bradley

**Current Research**

Exploring the effects of sex, conditioning, and caffeine on pavlovian conditioned approach in rats

**Specific Studies**

Effects of Caffeine on Pavlovian Conditioned Approach in Male Rats

 **Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection | X |  |  |  |
| Data Entry | X |  |  |  |
| Article Discussion |  | X |  |  |
| Study Development |  |  | X |  |
| Writing Group |  |  | X |  |
| Post Hoc studies |  |  | X |  |
| Literature Review |  | X |  |  |
| IRB Preparation |  |  |  | X |
| Study preparation |  | X |  |  |
| Research Assistant Training | X |  |  |  |
| Participant recruitment |  |  |  | X |
| Data cleaning |  | X |  |  |
| Data management |  | X |  |  |
| Data analysis |  |  | X |  |
| Lab meetings |  X |  |  |  |
| Manuscript preparation/publications submitted or accepted |  |  | X |  |
| Grant writing |  |  |  | X |
| Conference attendance |  | X |  |  |
| CV development |  |  | X |  |
| Professional development |  |  | X |  |
| Conduct research with non-human subjects | X |  |  |  |
| Have direct contact with human participants |  |  |  | X |

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?**  No, interested students should contact me to discuss their interests in being part of the research team
* **Website?** Not currently
* **Is there a minimum commitment for this lab?** Yes, students can sign up for as little as 1 credit hour for a PSYC 203 course. This would require roughly 40 hours of time dedicated to the lab during the semester
* **Are 203 students accepted?** Yes
* **Are there required prerequisites?** No
* **Are there preferred prerequisites?** Sure, Biopsychology would be great, but it isn’t necessary
* **Do you mentor honors thesis projects?** Not yet!
 |

**Recent Publications**

**(within the past 18 months)**

**Recent Conferences/Presentations**

**(within the past 18 months)**

Osorio, V., Kidwell, M., Schmidt, G., Whited, W., Martinez, P., Yeshtokina, S., Feysa, J., Carsey, K., Williamson, H., Larkin, M., Vayo, A., Kuzmin, A., Clark, D., & **Bradley, C.** (2025, April). *Effects of Caffeine on Pavlovian Conditioned Approach in Male Rats.* Poster session for VAPS 2025, Williamsburg, VA.

Brown, K., Cusack, A., Gibson, L., Grant, W., & **Bradley, C.** (2023, April).*Exercise and Isolation Effects on Depression in Anxiety and Mice*. Poster session for VAPS 2023, Alexandria, VA.

Martin, A., Knighton, G., Grant, W., Gibson, L., Cusack, A., Brown, K., & **Bradley, C.** (2023, April). *Effects of Caffeine on Sign- and Goal-Tracking in Mice.* Poster session for VAPS 2023, Alexandria, VA.

**Dr. Haeyoon Chung**

**Current Research**

In the Human Development lab, we are building a community of scholars and practitioners dedicated to raising awareness and promoting mental health among individuals with marginalized identities. Our research focuses on immigrant-origin emerging adults and how they navigate cultural differences, racism, and stereotypes while exploring their unique identities in a multicultural world. Through this work, we aim to deepen understanding of the challenges faced by marginalized emerging adults and contribute to creating more inclusive and supportive environments for their mental well-being.

**Specific Studies**

Identity development and mental health of marginalized emerging adults

 **Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection |  | X |  |  |
| Data Entry |  | X |  |  |
| Article Discussion |  | X |  |  |
| Study Development | X |  |  |  |
| Writing Group |  | X |  |  |
| Post Hoc studies |  | X |  |  |
| Literature Review | X |  |  |  |
| IRB Preparation |  |  | X |  |
| Study preparation | X |  |  |  |
| Research Assistant Training |  | X |  |  |
| Participant recruitment |  | X |  |  |
| Data cleaning |  | X |  |  |
| Data management |  | X |  |  |
| Data analysis |  | X |  |  |
| Lab meetings |  X |  |  |  |
| Manuscript preparation/publications submitted or accepted |  |  | X |  |
| Grant writing |  |  | X |  |
| Conference attendance |  | X |  |  |
| CV development | X |  |  |  |
| Professional development | X |  |  |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants | X |  |  |  |

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** Yes, resume is required.
* **Website?**  It's currently under development. I will share it with you as soon as it's completed.
* **Is there a minimum commitment for this lab?** Yes, at least two semesters.
* **Are 203 students accepted?** Yes
* **Are there required prerequisites?** No
* **Are there preferred prerequisites?** PSYC 210/211 (or 212/213); PSYC 220 or sociocultural awareness requirement courses
* **Do you mentor honors thesis projects?** Yes, but they must work with me for at least one semester as a research assistant before requesting honors mentorship.
 |

**Recent Publications**

**(within the past 18 months)**

1. Dai, T., **Chung, H.,** Sack, J. K., Sánchez, B., & Monjaras-Gaytan, L. Y. (2024). Intrinsic Motivation and School Outcomes for Underprivileged Urban High School Students. *The Journal of Experimental Education*, 1-29.
2. Yoon, E., Cabirou, L., Liu, H., Kim, D., **Chung, H**., & Chang, Y. J. (Jeanie). (2023). A Content Analysis of Immigrant and Refugee Research: A 31-year Review. *The Counseling Psychologist*, *51*(4), 470-499. <https://doi.org/10.1177/00110000231158291>
3. Katsiaficas, D., **Chung, H.** (2022). Family Engagement and Identity Development among Immigrant-Origin Latinx Emerging Adults. In Johnson, D. L., Chuang, S. S., & Glozman, J. (Eds*.), Re/formation and identity: The intersectionality of development, culture, and immigration, 87-109.* Springer. <https://doi.org/10.1007/978-3-030-86426-2_5>

**Recent Conferences/Presentations**

**(within the past 18 months)**

1. **Chung, H.**, Dai, T. (2024, September). The relationship among ethnic-racial identity, racial stereotype, discrimination during COVID-19, and the well-being of Asian American emerging adults. Proposal submitted to the Society for Research on Adolescence 2024 Annual Meeting. Chicago IL. April 18-20, 2024.
2. **Chung, H.**, Dai, T. (2024, July). The Role of ERI in Racial Stereotypes, Discrimination, and Psychological Well-Being among Asian American Emerging Adults during COVID-19. Proposal submitted to the 2024 Annual Meeting of American Educational Research Association. Philadelphia, PA. April 11-14, 2024.
3. **Chung,** **H** (2023, June). The Intersection of Racial/Ethnic Identity and Gender Identity among Asian American Emerging Adult Women during the COVID-19 Pandemic. Individual paper presented at the Society for the Study of Emerging Adulthood 2023 Conference on Emerging Adulthood, San Diego, CA.
4. **Chung, H.,** Sánchez, B., Bourke, K., Jarvis, N., Sanford-Dolly, C., Kennedy, M., Arsenult, A., Murrillo, Y. (2023, June). Gaining Awareness of Inequality in Education: Mentors’ Perspectives in a Science Mentoring Program. Proposed Symposium at the 17th Biennial Conference of the Society for Research and Action, Atlanta, GA
5. Dai, T., **Chung, H**., Sánchez, B., Sack, J., Monjaras-Gaytan, L. (April, 2023). Changes in School Outcomes in Early High School Years: Importance of Intrinsic Motivation for Urban Youth. Paper presented at 2023 American Educational Research Association annual meeting, Chicago, IL

**Dr. Michael Hall**

**Current Research**

The Auditory Perception Laboratory is interested in identifying and understanding general perceptual principles that govern the recognition of common auditory events, including speech (e.g., phonemes), nonspeech (e.g., musical instruments), and environmental noises. These interests extend to the perceptual organization of events in complex auditory arrays/scenes, including attention to perceptual attributes that are critical to distinguishing sound sources.

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**Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection | X |  |  |  |
| Data Entry | X |  |  |  |
| Article Discussion | X |  |  |  |
| Study Development |  | X |  |  |
| Writing Group |  | X |  |  |
| Post Hoc studies |  | X |  |  |
| Literature Review |  | X |  |  |
| IRB Preparation |  | X |  |  |
| Study preparation |  | X |  |  |
| Research Assistant Training |  | X |  |  |
| Participant recruitment |  | X |  |  |
| Data cleaning |  | X |  |  |
| Data management |  | X |  |  |
| Data analysis | X |  |  |  |
| Lab meetings | X |  |  |  |
| Manuscript preparation/publications submitted or accepted |  | X |  |  |
| Grant writing |  |  | X |  |
| Conference attendance |  | X |  |  |
| CV development |  |  |  |  |
| Professional development | X |  |  |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants | X |  |  |  |

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** No, students are welcome to email me (*hallmd@jmu.edu*) to see if I am seeking research students
* **Website?** Yes, http://www.psyc.jmu.edu/undergraduate/auditoryperception/index.html
* **Is there a minimum commitment for this lab?** No
* **Are 203 students accepted?** Yes
* **Are there required prerequisites?** No
* **Are there preferred prerequisites?** No
* **Do you mentor honors thesis projects?** Yes
 |

**Representative Publications**

Rohaly, T. & Hall, M. D. (2025). The effects of timbre on perceptual grouping in melodic sequences.

*Auditory Perception & Cognition*, *8*(3), 189-210. <https://doi.org/10.1080/25742442.2025.2521213>

Reinert, L., Hall, M. D. & Gordon, M. S. (2024). A preliminary evaluation of potential perceptual contributions from the skull. *Auditory Perception & Cognition*, *7*(4), 319-333.

 <https://doi.org/10.1080/25742442.2024.2417649>

Chan, K. Y. & Hall, M. D. (2019). The importance of vowel formant frequencies and proximity in vowel space to the perception of foreign accent. *Journal of Phonetics*, *77*, [100919]. https://doi.org/10.1016/j.wocn.2019.100919

Peck, R. B., Hall, M. D., Gaston, J. R. & Dickerson, K. (2018). Evidence of change deafness with continuously moving targets. *Auditory Perception & Cognition*, *1*(1). https://doi.org/10.1080/25742442.2018.1499002

Daly, H. R. & Hall, M. D. (2018). Not all musicians are created equal: Statistical concerns regarding the categorization of participants. *Psychomusicology: Music, Mind, and Brain*, *28*(2), 117-126. http://dx.doi.org/10.1037/pmu0000213

# Dr. Jessica Irons

**Current Research**

Our lab, called the CASH (changing activity, substance use, and health) lab, studies health choices and health risk behavior interventions. We study what factors may influence health choices and we use that information to inform intervention strategies. We also develop and implement interventions to best understand under what conditions they may be effective and for whom. Our primary interests in health include substance use, inactivity, sleep, smartphone and social media use, transactional sex, and interactions between and among these variables. We also engage in validity testing for novel measures or novel uses of existing measures. Finally, our lab is often engaged in scholarship of teaching and learning in collaboration with Dr. Irons’ teaching lab.

**Specific Studies**

Please see website: cashlab.wix.com/cashlab

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**Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection | X |  |  |  |
| Data Entry | X |  |  |  |
| Article Discussion | X |  |  |  |
| Study Development | X |  |  |  |
| Writing Group | X |  |  |  |
| Post Hoc studies |  | X |  |  |
| Literature Review |  | X |  |  |
| IRB Preparation |  | X |  |  |
| Study preparation | X |  |  |  |
| Research Assistant Training |  | X |  |  |
| Participant recruitment |  | X |  |  |
| Data cleaning |  | X |  |  |
| Data management |  | X |  |  |
| Data analysis |  | X |  |  |
| Lab meetings | X |  |  |  |
| Manuscript preparation/publications submitted or accepted |  |  | X (optional) |  |
| Grant writing |  | X |  |  |
| Conference attendance |  | X |  |  |
| CV development |  | X |  |  |
| Professional development | X |  |  |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants | X |  |  |  |

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** Yes (on the website)
* **Website:** cashlab.wix.com/cashlab
* **Is there a minimum commitment for this lab?** 2 semesters**.**
* **Are 203 students accepted?** No.
* **Are there required prerequisites?** No.
* **Are there preferred prerequisites?** PSYC 180, PSYC 210
* **Do you mentor honors thesis projects?** No
 |

**Recently Completed Sponsored Studies**

**(within the past 18 months)**

Title: *The Effects of Tetrahydocannabivarin (THCV) on Appetite*

**Recent Publications**

**(within the past 18 months)**

(**bold** indicates student collaborator)

**Ferretti, M. L.,** Regnier, S. D., Irons, J. G., & Stoops, W. W. (*in press*). Differences in impulsivity and risk taking among people who use cocaine and cannabis. *Experimental and Clinical Psychopharmacology.*

Strickland, J. C., Tilton, H. E., Patton N. M., Vandrey, R., Zamarripa, C. A., Spindle, T. R., Lee, D., Bergeria, C. L., Wolinsky, D., Klawaitter, J., Sempio, C., Campos, Palomino, Jorge, Christians, U., Feldner, M. T., Irons, J. G., Bonn-Miller, M. O. (*in press*)., Effect of Caffeine and Cannabidiol (CBD) Co-Administration on Δ9-Tetrahydrocannabinol (THC) Subjective Effects, Performance Impairment, and Pharmacokinetics. *Neuropsychopharmacology.*

**Ferretti, M. L.,** **Sokol, C. M.,** Bergeria, C. L., & Irons, J. G. (2025). Descriptive analyses of major and minor cannabinoid use in a college student sample. *Substance Use and Misuse*.

Irons, J. G., **Gustin, N. D., Zindler, R. E.,** & **Ferretti, M. L.** (2024). Examination of a Novel Intervention Strategy to Promote Sunscreen Use: A Feasibility Study. *The Journal of Clinical and Aesthetic Dermatology,*17(7):20–22*. [Accepted without revision]*

**Ferretti, M. L., Stanley, T. B.,** Peters, E. N., Bonn-Miller, M.O., & Irons, J. G. (2024). A randomized, open-label trial on the effects of cannabidiol isolate on menstrual-related symptoms. *Experimental and Clinical Psychopharmacology. Doi:* [10.1037/pha0000709](https://doi.org/10.1037/pha0000709)

**Temple, J., Ferretti, M. L.**, Reis-Bergan, M. J., & Irons, J. G. (2024). Initial validity evidence for a measure of transactional sex in a U.S. college student sample. *Journal of Sex Research. Doi:* 10.1080/00224499.2024.2302501

**Recent Conferences**

**(within the past 18 months)**

(**bold** indicates student collaborator)

\*Strickland, J.C., Tilton, H. E., Vandrey, R., Feldner, M. T., Irons, J. G., & Bonn-Miller., M. O. (July, 2024). *A Double-Blind, Randomized, Placebo-Controlled, Within-Subject Crossover Study of the Effects of Combinations of Cannabinoids and Caffeine.* Paper presented at the 33rd Annual International Cannabinoid Research Society Symposium, Salamanca, Spain.

Regnier, S. D., **Ferretti, M. L.,** Irons, J. G., & Stoops, W. W. (April, 2024). Differences in impulsivity and risk taking among cocaine users who tested positive for cocaine only, cocaine and cannabis, or neither. Paper presented at the annual Substance Use Research Event (SURE) at the University of Kentucky, Lexington, Kentucky.

**Sokol, C. M., Gustin, N. D., Ferretti, M. L., Stanley, T. R., Jones, R. M., Nester, C. J., Sacca, D. O.,** Hennesy, M., Bonn-Miller, M. O., & Irons, J. G. (2025*). The acute effects of tetrahydrocannabivarin (THCV) on appetite.* Poster presented at the College on Problems of Drug Dependence 2025 Annual Meeting, New Orleans, LA.

**Ferretti, M. L.,** Regnier, S. D., Irons, J. G., & Stoops, W. W. (July, 2024*)*. *Differences in impulsivity and risk taking among people who use cocaine and cannabis.* Poster presented at the 34th Annual International Cannabinoid Research Society Symposium on the Cannabinoids, Salamanca, Spain.

**Ferretti, M. L., Sokol, C. M., Gustin, N. D.,** Bergeria, C. L., & Irons, J. G. (July, 2024*). Descriptive analyses of major and minor cannabinoid use in a college student sample.* Poster presented at the 34th Annual International Cannabinoid Research Society Symposium on the Cannabinoids, Salamanca, Spain. (70)

**Ferretti, M. L., Gustin, N. D., Sokol, C. M.,** Bonn-Miller, M. O., & Irons, J. G. (June, 2024). *An investigation of differing effects of CBD for menstrual-related symptoms between females who are and are not on birth control.* Poster presented to the College on Problems of Drug Dependence 2024 Annual Meeting, Montreal, Canada.

**Dr. Krisztina Jakobsen**

**Current Research**

We study the development of face perception in infants, children, and adults. More specifically, we are interested in learning more about how humans process different types of faces (human, animal, illusory faces) and their ability to detect differences in faces (e.g., sick vs healthy faces).

**Specific Studies**

We are currently testing infants, children, and adults using to study attention to faces using eye tracking technology and in online studies using Zoom.

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**Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection | X |  |  |  |
| Data Entry |  | X |  |  |
| Article Discussion | X |  |  |  |
| Study Development |  | X |  |  |
| Writing Group |  | X |  |  |
| Post Hoc studies |  |  | X |  |
| Literature Review | X |  |  |  |
| IRB Preparation |  | X |  |  |
| Study preparation | X |  |  |  |
| Research Assistant Training | X |  |  |  |
| Participant recruitment | X |  |  |  |
| Data cleaning |  | X |  |  |
| Data management |  | X |  |  |
| Data analysis |  | X |  |  |
| Lab meetings | X |  |  |  |
| Manuscript preparation/publications submitted or accepted |  |  | X |  |
| Grant writing |  | X |  |  |
| Conference attendance | X |  |  |  |
| CV development |  | X |  |  |
| Professional development |  | X |  |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants | X |  |  |  |

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** Yes, but please speak with me if you are interested in my work
* **Website?**
* **Is there a minimum commitment for this lab?** No
* **Are 203 students accepted?** Yes
* **Are there required prerequisites?** No
* **Are there preferred prerequisites?** No
* **Do you mentor honors thesis projects?** Yes
 |

**Recent Publications**

**(within the past 18 months)**

Steffan, A., Zimmer, L., Arias-Trejo, N., Bergmann, C., Billing, A., Bohn, M., Dal Ben R., Fanchin, L., Garbisch, I., Hamlin, K., Haun, D. B. M., Havron, N., Hay, J., **Jakobsen, K. V.**, Kalinke, S., Kulke, M., Liu, L., Mayor, J., Meristo, M…Schuwerk, T. (2024). Validation of an open source, web-based, eye-tracking method (WebGazer) for research on cognitive development: Comparison of anticipatory looking behavior in toddlers tested via web-based vs. in-lab eye-tracing. *Infancy, 29*(1), 31-55. [**https://doi.org/10.1111/infa.12564**](https://doi.org/10.1111/infa.12564)

Leung, T. S.\*, Zeng, G.\*, Maylott, S. E., Martinez, S. N.\*, **Jakobsen, K. V.**, Simpson, E. A. (2023). Infection detection in faces: Children’s development of pathogen avoidance. *Child Development*. [**https://doi.org/10.1111/cdev.13983**](https://doi.org/10.1111/cdev.13983)

Leung, T. S.\*, Maylott, S. E., Zeng, G.\*, Nascimben, D. N.\*, **Jakobsen, K. V.**, & Simpson, E. A. (2023). Behavioral and physiological sensitivity to natural sick faces. *Brain, Behavior, and Immunity*, *110*, 195-211. <https://doi.org/10.1016/j.bbi.2023.03.007> [PR]

**Jakobsen, K. V.**, Hunter, B. K.\*, & Simpson, E. A. (2023). Pareidolic faces receive prioritized attention in the dot-probe task. *Attention, Perception, & Psychophysics*, *85*, 1106-1126. <https://doi.org/10.3758/s13414-023-02685-6> [PR]

**Dr. Natalie Kerr**

**Current Research**

My current work involves designing and assessing the effectiveness of programs to increase social connectedness among college students.

**Specific Studies**

We’ll be designing new studies in the 2025-2026 year.

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**Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection |  | X |  |  |
| Data Entry |  |  | X |  |
| Article Discussion | X |  |  |  |
| Study Development |  | X |  |  |
| Writing Group |  | X |  |  |
| Post Hoc studies |  |  | X |  |
| Literature Review |  | X |  |  |
| IRB Preparation |  | X |  |  |
| Study preparation | X |  |  |  |
| Research Assistant Training |  | X | X |  |
| Participant recruitment |  | X |  |  |
| Data cleaning |  |  | X |  |
| Data management |  |  | X |  |
| Data analysis |  | X |  |  |
| Lab meetings | X |  |  |  |
| Manuscript preparation/publications submitted or accepted |  |  | X |  |
| Grant writing |  |  | X |  |
| Conference attendance |  | X |  |  |
| CV development |  | X |  |  |
| Professional development | X |  |  |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants |  | X |  |  |

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** Yes
* **Website?** No
* **Is there a minimum commitment for this lab?** Two semesters, preferred but not requited
* **Are 203 students accepted? No**
* **Are there required prerequisites?** Completion of PSYC 210 and 211 (or equivalent)
* **Are there preferred prerequisites?** No
* **Do you mentor honors thesis projects?** If the topic is related to social connection or loneliness
 |

**Recent Publications**

**(within the past 18 months)**

Kerr, N.A., & Kurtz, J.L. (2025). *Our New Social Life: Science-Backed Strategies for Creating Meaningful Connection*. Oxford University Press: New York.

Kerr, N.A. (2024). Teaching in a lonely world: Educating students about the nature of loneliness and promoting social connection in the classroom. *Teaching of Psychology.* <https://doi.org/10.1177/00986283211043787>

**Recent Conferences**

**(within the past 18 months)**

Kerr, N.A. (2024, June 27-28). *Psychology One Wellness* Retreat: Putting the science of well-being into practice. [Teaching demonstration.] Durham, NC, United States.

Kerr, N.A. (2024, January 3-6). *Don’t leave it to chance: Cultivating students’ sense of connection in the classroom*. [Participant idea exchange.] Bonita Springs, FL, United States.

Kerr, N.A. (2022, October 20-22). *Social connection: An essential component of student and faculty success*. [Paper presentation]. Society for the Teaching of Psychology’s Annual Conference on Teaching, Pittsburg, PA, United States.

Brayton, E.\*, LeHanka, C.\*, Fike, K.\*, Fisher, K., Callis, M.B.\*, Cottrell, K.\*, & Kerr, N.A. (2022, April 1). *An intervention to reduce loneliness among college students* [Paper presentation]. Virginia Association for Psychological Science 2022 Convention, Staunton, VA, United States.

Kerr, N. A, Kurtz, J. L., Andreotta, D.\*, Boylan, A.\*, Brayton, E.\*, Fike, K.\*, Fisher, K.\*, LeHanka, C.\*, Lutz, C.\*, Olivari, K.\*, Owen, J.\*, Trusty, N.\*, & Williams, E.\* (2022, February 16-19). *Build Your Village: A pilot study of an intervention to reduce loneliness among college students.* [Poster presentation]. Society for Personality and Social Psychology 2022 Convention, San Francisco, CA, United States.

# Dr. Robyn Kondrad

**Current Research**

 Conducting research studies that explore how children evaluate and learn from the people with whom they interact, what qualities children consider when they make inferences about those individuals, and whether those interactions change depending on the medium (e.g., video chat vs. real life). I work with children and families in the community. Ideally students will have a schedule that is conducive to doing work with this population (a minimum of 2.5 hours in the morning between 8:30 and 12:30 or 2:30 and 5:00).

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**Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection | X |  |  |  |
| Data Entry | X |  |  |  |
| Article Discussion | X |  |  |  |
| Study Development |  | X |  |  |
| Writing Group |  |  | X |  |
| Post Hoc studies |  |  |  | X |
| Literature Review |  |  | X |  |
| IRB Preparation |  |  | X |  |
| Study preparation |  | X |  |  |
| Research Assistant Training |  | X |  |  |
| Participant recruitment |  | X |  |  |
| Data cleaning |  | X |  |  |
| Data management |  | X |  |  |
| Data analysis |  |  | X |  |
| Lab meetings |   | X |  |  |
| Manuscript preparation/publications submitted or accepted |  |  | X |  |
| Grant writing |  |  | X |  |
| Conference attendance |  |  | X |  |
| CV development |  |  | X |  |
| Professional development |  | X |  |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants |  | X |  |  |

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** Yes. It is helpful to have transportation, since we often work off campus at preschools.
* **Website?** Yes
* **Is there a minimum commitment for this lab?** Yes, minimum of 2 credit hours per semester. No maximum commitment.
* **Are 203 students accepted?** Yes
* **Are there required prerequisites?** No
* **Are there preferred prerequisites?** Yes. It is helpful to have transportation, since we often work off campus at preschools. Having experience with children and being comfortable working with children between the ages of 3-6 and their caregivers and other professionals is important. This may not be the best fit if you have never worked with children in any capacity.
* **Do you mentor honors thesis projects?** Yes, but they must work with me at least one semester as a traditional research assistant prior to asking for honors mentorship.
 |

**Recent Publications**

**(within the past 18 months)**

Palmquist, C.P., Kondrad, R.K., & Norris, M.N. (2018). Follow my point? Preschoolers’ expectations about veridicality disrupt their understanding of deceptive points. Cognitive Development, 48, 190-202. <https://doi.org/10.1016/j.cogdev.2018.08.009>

Jaswal, V.K., Kondrad, R.L. (2016). Why Children Are Not Always Epistemically Vigilant: Cognitive Limits

 and Social Considerations. Child Development Perspectives, 10(4), 240-244. <https://doi.org/10.1111/cdep.12187>

**Dr. Jaime Kurtz**

**Current Research**

 I am currently investigating the decisions people make that impact their daily happiness and appreciation. I am especially interested in nonobvious or counterintuitive paths to happiness, and why making sustainable changes to happiness is often so difficult.

 I am also open to exploring students’ ideas and interests that fall under any of the above.

**Specific Studies**

 One current research is examining factors that encourage savoring. More specifically, when are people really present and appreciative of a positive experience? When is this savoring mindset challenging? How can we all be better at savoring everyday life?

 A second line of research is looking at the relatively new concept of the “psychologically rich life” – a life characterized by novelty, interest, challenge, and perspective change.

**Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection |  | X |  |  |
| Data Entry |  |  | X |  |
| Article Discussion |  | X |  |  |
| Study Development | X |  |  |  |
| Writing Group |  |  | X |  |
| Post Hoc studies |  |  |  | X |
| Literature Review |  | X |  |  |
| IRB Preparation |  | X |  |  |
| Study preparation |  | X |  |  |
| Research Assistant Training |  | X |  |  |
| Participant recruitment |  |  | X |  |
| Data cleaning |  | X |  |  |
| Data management |  | X |  |  |
| Data analysis |  |  | X |  |
| Lab meetings | X |  |  |  |
| Manuscript preparation/publications submitted or accepted |  |  | X |  |
| Grant writing |  |  | X |  |
| Conference attendance |  | X |  |  |
| CV development |  | X |  |  |
| Professional development |  |  | X |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants |  | X |  |  |

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** Yes
* **Website?** Jaimekurtz.com
* **Is there a minimum commitment for this lab?** No
* **Are 203 students accepted?** Yes
* **Are there required prerequisites?** Yes, PSYC 211
* **Are there preferred prerequisites?** Yes, PSYC 345
* **Do you mentor honors thesis projects?** Yes, prefer students who have worked in my lab previously
 |

**Recent Publications**

**(within the past 18 months)**



**Recent Conferences**

**(within the past 18 months)**

Evans, N. D., Wildschut, T., Kelley, N. J., Layous, K., Kurtz, J. L., Baran, R., & Sedikides, C. (2025, February). *The psychological benefits of nostalgia for disconnected loved ones*. In A. Orvell (Chair), A little help from friends: Drivers and consequences of interpersonal emotion-regulation. Symposium talk presented at the Society for Personality and Social Psychology Annual Convention, Denver, CO.

Kurtz, J. L (January, 2024). *Techniques to Combat Student Loneliness*. National Institute for the Teaching of Psychology, Bonita Springs, FL (national)

**Dr. Yanbin Li**

**Current Research**

My current research investigates youth and young adults’ development and health across cultural contexts, as well as related methodological challenges.

**Specific Studies**

Current studies include (1) youth and young adults’ future migration, family formation, and career development, (2) development and health of international students, and (3) effect size measures in psychological studies.

 **Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection |  | X |  |  |
| Data Entry |  | X |  |  |
| Article Discussion | X |  |  |  |
| Study Development | X |  |  |  |
| Writing Group |  |  | X |  |
| Post Hoc studies |  |  |  | X |
| Literature Review |  | X |  |  |
| IRB Preparation |  |  | X |  |
| Study preparation |  | X |  |  |
| Research Assistant Training |  | X |  |  |
| Participant recruitment |  | X |  |  |
| Data cleaning |  |  | X |  |
| Data management |  | X |  |  |
| Data analysis |  | X |  |  |
| Lab meetings |  X |  |  |  |
| Manuscript preparation/publications submitted or accepted |  |  | X |  |
| Grant writing |  |  | X |  |
| Conference attendance |  |  | X |  |
| CV development |  |  | X |  |
| Professional development |  |  | X |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants |  | X |  |  |

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** No, interested students are welcome to contact me (li42yx@jmu.edu) and further discuss their interests in joining the lab. Please attach a CV/resume if possible.
* **Website?** No.
* **Is there a minimum commitment for this lab?** No, but two semesters would be preferred.
* **Are 203 students accepted?** Yes.
* **Are there required prerequisites?** Yes. An interest in developmental/community/quantitative psychology, especially youth and young adults’ development and health issues.Completion of methodology core courses.
* **Are there preferred prerequisites?** Completion of PSYC 345 Social and/or PSYC 365 Developmental.
* **Do you mentor honors thesis projects?** Yes.
 |

**Recent Publications**

**(within the past 18 months)**

|  |
| --- |
| **Li, Y.**, & Patterson, C. J. (2023). Views about cooperative marriage among sexual minority and heterosexual Chinese international students. *Family Relations*. Advance online publication.  |
| Zhang, W., **Li, Y**., Li, L., Hinshaw, S., & Lin, X. (2023). Vicious cycle of emotion regulation and ODD symptoms among Chinese school-age children with ODD: A random intercept cross-lagged panel model. *Child and Adolescent Psychiatry and Mental Health, 17*(1), 47.  |

**Recent Conferences/Presentations**

**(within the past 18 months)**

|  |
| --- |
|  |
| **Li, Y.**, & Mei, F. (February 10-14, 2025). *Creating an interdisciplinary course from perspectives of psychology and visual communication: women of color’s development, well-being, and empowerment*. Society for the Teaching of Psychology’s 23rd Annual Conference on Teaching. |
| **Li, Y.** (October 23-24, 2024). *Sexual minority young adult Chinese women’s choice of path to parenthood*. Association for Psychological Science Global Summit (virtual). |
| **Li, Y.** (2024, September 20). *Young adults envisioning future migration and family from a global perspective*. Psychology in the Valley Seminar, Harrisonburg, VA. |

**Dr. Claire W. Lyons**

**Current Research**

Increasing engagement in large classes, such as effective teaching in large classes; emerging adulthood as a developmental phase and its impact on well-being, teaching and engagement

**Specific Studies**

I have conducted a number of research studies on increasing engagement in large classes. Topics studied include: enhancing cognitive flexibility; reducing distraction through goal-setting; metacognitive awareness; factors relating to attention in class; sociocultural awareness. One exciting innovation we are working on is using behavioral observational measures in our distraction research. I have also conducted research on well-being in international students and identity development in emerging adulthood.

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**Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection | X |  |  |  |
| Data Entry | X |  |  |  |
| Article Discussion | X |  |  |  |
| Study Development | X |  |  |  |
| Writing Group |  | X |  |  |
| Post Hoc studies | X |  |  |  |
| Literature Review | X |  |  |  |
| IRB Preparation | X |  |  |  |
| Study preparation |  | X |  |  |
| Research Assistant Training |  | X |  |  |
| Participant recruitment | X |  |  |  |
| Data cleaning | X |  |  |  |
| Data management | X |  |  |  |
| Data analysis | X |  |  |  |
| Lab meetings | X |  |  |  |
| Manuscript preparation/publications submitted or accepted |  | X |  |  |
| Grant writing |  |  | X |  |
| Conference attendance |  | X |  |  |
| CV development |  | X |  |  |
| Professional development |  | X |  |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants | X |  |  |  |

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** No. Note this tends to be a small lab – sometimes I only have one/two students.
* **Website?** No
* **Is there a minimum commitment for this lab?** Yes, one semester
* **Are 203 students accepted?** Yes
* **Are there required prerequisites?** Yes, PSYC 210/211
* **Are there preferred prerequisites?** Yes,PSYC 160
* **Do you mentor honors thesis projects?** Yes, but only a limited number
 |

**Recent Publications**

**(within the past 18 months)**

McKay, S., Thomas, V., Lyons, C. W., & Eguiluz, I. (2024). I felt like i was getting to be my own person: Exploring the impact of cultural master narratives on identity development during student exchange. Emerging Adulthood, 12(6), 969-984. https://doi.org/10.1177/21676968241278934

Lyons, C.W. (2024) *From birth to late adulthood: An introduction to lifespan development*. San Diego: Cognella Academic Publishing.

**Recent Conferences**

**(within the past 18 months)**

Lyons, C.W., Thomasson, C., Frost, H., Barton, S., Ward, E. & Kinzer, D. [Feb 10th – 14th 2025]. Impact of class size on students’ perception of their role in undergraduate classes. Society for Teaching of Psychology Annual Conference on Teaching.[online]

Lyons, C.W., Walsh, R.R. & Baker, S.C. (2024, October 10th – 12th ). Creating compassionate student accountability in college classrooms [Workshop]. Society for Teaching of Psychology Annual Conference on Teaching, Louisville, Kentucky.

Lyons, C.W., & Maguire, L., (2024, August 8th -10th).  Attention contagion in the large classroom: A classroom study of the role of social appraisal and utility value [Poster presentation]. American Psychological Association, Seattle, Washington, U.S.A. <https://www.xcdsystem.com/apa/program/euJ3pFp/index.cfm?pgid=1287&sid=36505&abid=105888>

Maguire, L. & Lyons, C.W. (2024, Feb 12th -16th ). Social appraisal and student attention [Poster presentation]. Society for Teaching of Psychology [online].

Lyons, C.W. (2023, Sept 22nd -23rd) Mega-inclusivity – implementing best practice in the very large General Education class. Association for General and Liberal Studies Annual Constitute, Austin, Texas.

Lyons, C.W. (2023, Oct 20th – 22nd) *Designing a lifespan development course around diversity, equity and inclusion,* Society for Teaching of Psychology Annual Conference on Teaching, Pittsburgh, Pennsylvania [Poster].

Lyons, C.W. & Ullah, A. (2023, Oct 20th – 22nd) *Evaluation of a professional development program for undergraduate teaching assistants,* Society for Teaching of Psychology Annual Conference on Teaching, Pittsburgh, Pennsylvania [Poster].

**Dr. Kala Melchiori**

**Current Research**

My research questions are mostly related to intergroup relations. For example, how do people respond to prejudice? When do people confront prejudice, and what makes an effective confrontation? How does identity impact behavior, including health-related behavior?

**Specific Studies**

Over the next few semesters, I plan to test a model that explains how goals impact responses to discrimination for stigmatized group members.

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**Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection | X |  |  |  |
| Data Entry | X |  |  |  |
| Article Discussion |  | X |  |  |
| Study Development |  | X |  |  |
| Writing Group |  |  | X |  |
| Post Hoc studies |  |  | X |  |
| Literature Review |  | X |  |  |
| IRB Preparation |  |  | X |  |
| Study preparation | X |  |  |  |
| Research Assistant Training |  | X |  |  |
| Participant recruitment |  | X |  |  |
| Data cleaning |  |  | X |  |
| Data management |  |  | X |  |
| Data analysis |  | X |  |  |
| Lab meetings | X |  |  |  |
| Manuscript preparation/publications submitted or accepted |  |  | X |  |
| Grant writing |  |  | X |  |
| Conference attendance | X |  |  |  |
| CV development | X |  |  |  |
| Professional development | X |  |  |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants | X |  |  |  |

Research assistants in my lab will assist with high-impact lab studies where they may be asked to engage in deception (e.g., serve as a research confederate). RAs will also assist with data collection via online non-student participant pools (e.g., Amazon Mechanical Turk).

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** Yes: [https://forms.gle/S9Zys1xBnhcuPhW77](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.gle%2FS9Zys1xBnhcuPhW77&data=05%7C02%7Cmelchikj%40jmu.edu%7C5a4b7e15a43f46a52d8f08dc5a565625%7Ce9333c23cac742f499895cee3d4a79c0%7C0%7C0%7C638484574052791319%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=OurexeyZWXDTftlPqHMBavV7hH1z4H9WJalcAAOrny4%3D&reserved=0)
* **Website?** No
* **Is there a minimum commitment for this lab?** Yes, two semesters as long as work is satisfactory
* **Are 203 students accepted?** Yes
* **Are there required prerequisites?** Yes, PSYC 210/211 with high Bs or As in both
* **Are there preferred prerequisites?** Yes, an interest in social psychology and social justice issues is preferred
* **Do you mentor honors thesis projects?** Yes, if in lab for at least a semester
 |

**Recent Publications**

**(within the past 18 months)**

Melchiori, K. J., Mallett, R. K., & Woodzicka, J. A. (2025). Men’s responses to being confronted for sexism with and without humor. *HUMOR, 38,* 47-68. <https://doi.org/10.1515/humor-2024-0032>

Melchiori, K. J., & Mallett, R. K. (2024). Implementing anti-oppressive pedagogy in the Social Psychology classroom. In Sanderson, C., & Totton, R., (Eds.), *Teaching Social Psychology.* Northampton, MA: Edward Elgar Publishing.

Melchiori, K. J., Upadhyay, S. S. N., & Blankenship, B. T. (2024). Mentoring undergraduate collaborators through the academic conference experience. *Scholarship of Teaching and Learning in Psychology.* [https://doi.org/10.1037/stl0000393](https://psycnet.apa.org/doi/10.1037/stl0000393)

**Recent Conferences**

**(within the past 18 months)**

Stewart, A., Melchiori, K. J., Zucker, A. N., & Reid, A. (June 2025). Resisting Censorship: Responses to Limitations of Learning and Reading. Interactive Discussion for the annual meeting of the Society for the Psychological Study of Social Issues, Portland, OR.

Rivera, L. M., Folberg, A. M., West, K., Carriere, K. R., Wiley, S., Moadel-Attie, R., Christens, B., & Melchiori, K. J. (June 2025). Demystifying Publishing: Meet the Editors of SPSSI’s Publications. Symposium for the annual meeting of the Society for the Psychological Study of Social Issues, Portland, OR.

Melchiori, K. J., & Mallett, R. (June 2025). A Reliable Measure of Responses to Discrimination. Poster presentation for the annual meeting of the Society for the Psychological Study of Social Issues, Portland, OR.

**Naden, P., Bolster, C.,** & Melchiori, K. J. (April 2025). Public and Private Responses to Sexism Across Levels of Power. Presentation for the annual meeting of the Virginia Association for Psychological Science, Williamsburg, VA.

**Chatterjee, U., Singh, R.,** & Melchiori, K. J. (April 2025). Power Impacts Target Goals and Responses to Racism. Presentation for the annual meeting of the Virginia Association for Psychological Science, Williamsburg, VA.

**Roman-Flores, N., Davey, M., Smith, B.,** & Melchiori, K. J. (April 2025). Confrontation Experience Mediates the Relationship Between Discrimination Experience and Confrontation. Poster presentation for the annual meeting of the Virginia Association for Psychological Science, Williamsburg, VA.

**Abu, C., Jalali, N.,** & Melchiori, K. J. (April 2025). Quantitative Coding of Qualitative Data of Responses to Discrimination. Poster presentation for the annual meeting of the Virginia Association for Psychological Science, Williamsburg, VA.

**Roberson, E., Frutos, M.** & Melchiori, K. J. (April 2025). Measuring Responses to Discrimination: Test-Retest Reliability of the ARC Scale. Poster presentation for the annual meeting of the Virginia Association for Psychological Science, Williamsburg, VA.

Melchiori, K. J., & Mallett, R. K. (February 2025). Implementing Anti-Oppressive Pedagogy in the Social Psychology Classroom. Professional Development Session for the annual meeting of the Society for Personality and Social Psychology, Denver, CO.

**Dr. Kethera (Fogler) Moore**

**Current Research**

My current research interests include memory, cognitive aging, proper name learning, and language comprehension. I am also interested in psychology and law research.

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**Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection | X |  |  |  |
| Data Entry |  | X |  |  |
| Article Discussion | X |  |  |  |
| Study Development | X |  |  |  |
| Writing Group |  | X |  |  |
| Post Hoc studies |  | X |  |  |
| Literature Review | X |  |  |  |
| IRB Preparation | X |  |  |  |
| Study preparation | X |  |  |  |
| Research Assistant Training |  | X |  |  |
| Participant recruitment |  |  | X |  |
| Data cleaning |  | X |  |  |
| Data management |  | X |  |  |
| Data analysis |  X |  |  |  |
| Lab meetings |  X |  |  |  |
| Manuscript preparation/publications submitted or accepted |  | X |  |  |
| Grant writing |  |  | X |  |
| Conference attendance | X |  |  |  |
| CV development | X |  |  |  |
| Professional development | X |  |  |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants | X |  |  |  |

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** Yes
* **Website?** No
* **Is there a minimum commitment for this lab?** Usually two semesters, but that is negotiable.
* **Are 203 students accepted?** Yes
* **Are there required prerequisites?** Yes, PSYC 210/211
* **Are there preferred prerequisites?** Yes, prefer students with an interest in cognitive psychology
* **Do you mentor honors thesis projects?** Yes
* **Preference will be given to students who have not had a PSYC 402/403 experience**
 |

**Recent Publications**

Fogler, K.A.J., **Imperio, C.**, Brewster, J., **Skolnick, M.**, **Powell, A.** (2024). Prosecutorial

language, moral disengagement, and sentencing outcomes in real capital murder cases. *Journal of Police and Criminal Psychology.* <https://doi.org/10.1007/s11896-024-09669-8>

**Kristofco, L.,** & Fogler-Moore, K. (2023). Effects of media framing and perceptions of mental

illness. *European Modern Studies Journal,* 7 (*4*).

**Austin, M**., Fogler, K. A. J., & Daniel, D. B. (2021). Seeing self and others on-screen does not

 negatively impact learning in virtual classrooms. *Scholarship of Teaching and Learning*

*in Psychology.*

Cromer, J., Brewster, J., Fogler, K., & Stoloff, M. (2019). 911 calls in homicide cases: What does the verbal behavior of the caller reveal? *Journal of Police and Criminal Psychology,* 34*,* 156-164.

Fogler, K.A. (2017). Investigating the role of episodic gist on false memory. *Journal of Psychology and Behavioral Science, 5*(2), 1-13*.* DOI: 10.15640/jpbs.v5n2a1

**Recent Conferences**

Moore, K., & **Sheffield, A.** (2024, November). Linguistic analysis vs. gut instinct: Deception

detection techniques in 911 calls in homicide cases. Poster presented at the Psychonomic Society Annual Meeting, New York City, NY.

**Sheffield, A.\***, & Moore, K. (April, 2024). How accurate is deception detection in capital

murder 911 calls? Poster presented at Virginia Psychological Sciences conference, Staunton, VA.

Fogler, K., **Liberty, S**., **Fazio, E**., Brewster, J., Cromer, J., & **Sheffield, A.** (May, 2023).

Linguistic indications of truthfulness in 911 calls. Poster presented at Association of

Psychological Sciences, Washington, DC.

**Kristofco, L.**, & Fogler, K. (April, 2022). Effects of media framing on perceptions of mental

illness. Poster presented at Virginia Psychological Sciences conference, Staunton, VA.

**Austin, M.,** Daniel, D., & Fogler, K. (2021, May). Seeing self and others on-screen does not

negatively impact learning in virtual classrooms. Poster presented at Association of Psychological Sciences, Virtual Conference.

Fogler, K., **Hogan, K.,** **Mangan, S.,** **Benza, B.,** Brewster, J., Stoloff, M., & Cromer, J. (2019, May)

Linguistic characteristics of truth-tellers vs. liars. Poster presented at the American

Psychological Science conference, Washington, D.C.

Fogler, K., Shoup-Knox, M., **Powell, A.,** Brewster, J., **Hogan, K.,** **Mangan, S.,** & **Benza, B.**

(2019, May) Types of moral disengagement most influential with mock jurors. Poster

presented at the American Psychological Science conference, Washington, D.C.

Fogler, K.A., **Powell, A**., & **Chusid, S**. (2018, May). Semantic relatedness and retrieval

 practice in proper name learning for older and younger adults. Cognitive Aging

 Conference, Atlanta, GA.

# Monica Reis-Bergan

**Social-Cognitive Health Psychology**

**Social Comparison, BIRGing, and Sports Betting**

 **Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection | X |  |  |  |
| Data Entry |  |  | X |  |
| Article Discussion | X |  |  |  |
| Study Development | X |  |  |  |
| Writing Group | X |  |  |  |
| Post Hoc studies | X |  |  |  |
| Literature Review | X |  |  |  |
| IRB Preparation | X |  |  |  |
| Study preparation | X |  |  |  |
| Research Assistant Training | X |  |  |  |
| Participant recruitment | X |  |  |  |
| Data cleaning | X |  |  |  |
| Data management | X |  |  |  |
| Data analysis | X |  |  |  |
| Lab meetings |  X |  |  |  |
| Manuscript preparation/publications submitted or accepted | X |  |  |  |
| Grant writing |  |  | X |  |
| Conference attendance | X |  |  |  |
| CV development | X |  |  |  |
| Professional development | X |  |  |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants |  | X |  |  |

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab? No**
* **Website? No**
* **Is there a minimum commitment for this lab? No**
* **Are 203 students accepted? Yes**
* **Are there required prerequisites? Completion of PSYC 210**
* **Are there preferred prerequisites? No**
* **Do you mentor honors thesis projects? YES!**
 |

**Recent Publications**

**(within the past 18 months)**

**Temple, J., Ferretti, M. L.**, Reis-Bergan, M. J., & Irons, J. G. (2024). Initial validity evidence for a measure of transactional sex in a U.S. college student sample. *Journal of Sex Research. Doi:* 10.1080/00224499.2024.2302501

**Recent Conferences/Presentations**

**(within the past 18 months)**

**Dr. Jessica Salvatore**

**Current Research**

I study intergroup relations from various angles, with a focus on collective meta-perceptions (ex: how we think outgroups perceive our ingroup). I am currently analyzing and writing up existing datasets on intergroup phenomena such as how/when targets confront bias and navigate various forms of stigma.

**Specific Studies**

I would like to hear from students interested in joining my PSYC 203/403 lab in Spring 2026 to collect and analyze data on social perceptions/stereotypes relating to age and generational cohorts. All fully admitted majors are welcomed to reach out to me at salvatja@jmu.edu for further discussion.

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 **Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection |  | X |  |  |
| Data Entry |  | X |  |  |
| Article Discussion |  | X |  |  |
| Study Development |  | X |  |  |
| Writing Group |  |  | X |  |
| Post Hoc studies |  |  | X |  |
| Literature Review |  | X |  |  |
| IRB Preparation |  | X |  |  |
| Study preparation |  | X |  |  |
| Research Assistant Training |  |  | X |  |
| Participant recruitment |  | X |  |  |
| Data cleaning |  | X |  |  |
| Data management |  | X |  |  |
| Data analysis |  | X |  |  |
| Lab meetings |   | X |  |  |
| Manuscript preparation/publications submitted or accepted |  | X |  |  |
| Grant writing |  |  | X |  |
| Conference attendance |  |  | X |  |
| CV development |  |  | X |  |
| Professional development |  |  | X |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants |  | X |  |  |

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** No
* **Website?** No
* **Is there a minimum commitment for this lab?** No
* **Are 203 students accepted?** Yes
* **Are there required prerequisites?** No
* **Are there preferred prerequisites?** No
* **Do you mentor honors thesis projects?** Yes
 |

**Recent Publications**

Salvatore, J. (in press). Chutes and ladders in the rearview mirror may be less distinct than they initially appeared. In Crawford, K., & Windsor, L. (Eds.), *Academic* *Chutes & Ladders.* Bloomsbury.

\*Cecil, V., Pendry, L.F., Ashbullby, K, & Salvatore, J. (2023). Masquerading their way to authenticity: Does age stigma concealment benefit older women? *Journal of Women and Aging, 35*(5), 428-445.

**Recent Conferences**

\*Richardson, N.E., & Salvatore, J. (October 2025). Investigating aromantic stigma. To be presented virtually at the APS Global Psychological Science Summit.

\*Stephenson, T., \*Paschetag, L., & Salvatore, J. (October 2025). Further evidence of spurious precision and accidental inaccuracy in published research reports. To be presented virtually at the APS Global Psychological Science Summit.

Salvatore, J., & \*Paschetag, L. (October 2024). Roundtable and poster presented/facilitated virtually at the APS Global Psychological Science Summit.

**Dr. Bryan Saville**

**Current Research**

The focus of my lab is passion for activities. More specifically, we are focused on studying passion along with its causes and effects (i.e., what causes people to become passionate about some activities and how does being passionate about those activities affect their lives). Most recently, we have been studying students' passion for academic activities and whether it is related to different subjective and objective outcomes. For instance, we have found that being passionate about academics is related to lower stress and greater academic achievement. Our long-term goal is to help students find and pursue their passions so they can live happy and enjoyable lives.

**Specific Studies**

We have a number of studies ongoing right now. Most are focused on passion for academics (although a few others are examining how passion for such activities as dieting and other health activities are related to both good and bad psychological outcomes). For instance, we have been studying passion for academics and how it is related to (a) academic success, (b) life stress, (c) academic entitlement, (d) social support, and (e) academic dishonesty.

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**Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection | X |  |  |  |
| Data Entry | X |  |  |  |
| Article Discussion | X |  |  |  |
| Study Development | X |  |  |  |
| Writing Group | X |  |  |  |
| Post Hoc studies |  |  | X |  |
| Literature Review | X |  |  |  |
| IRB Preparation | X |  |  |  |
| Study preparation | X |  |  |  |
| Research Assistant Training | X |  |  |  |
| Participant recruitment |  | X |  |  |
| Data cleaning | X |  |  |  |
| Data management | X |  |  |  |
| Data analysis | X |  |  |  |
| Lab meetings | X |  |  |  |
| Manuscript preparation/publications submitted or accepted | X |  |  |  |
| Grant writing |  |  | X |  |
| Conference attendance |  | X |  |  |
| CV development | X |  |  |  |
| Professional development | X |  |  |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants |  | X |  |  |

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** Yes
* **Website:** No
* **Is there a minimum commitment for this lab?** Yes, two semesters, although it is not demanded if students have other obligations or if they're not doing their job in my lab
* **Are 203 students accepted?** No
* **Are there required prerequisites?** No
* **Are there preferred prerequisites?** Yes, PSYC 211 and either PSYC 180 or PSYC 390.
* **Do you mentor honors thesis projects?** Yes, but best if in lab for at least two semesters
 |

**Recent Publications**

**(within the past 18 months)**

Saville, B. K. (in press). Using alternative teaching methods to promote student engagement in research methods courses. In R. Gurung & S. Byers (Eds.), *Teaching research methods in psychology.* Edward Elgar Publishing.

Saville, B. K. (2024). Research and application for interteaching in higher education. In A. DeSouza & D. Crone-Todd (Eds.), *Behavior analysis in higher education: Teaching and supervision* (pp. 145-174)*.* Vernon Press.

**Recent Conferences**

**(within the past 18 months)**

**Dr. Melanie Shoup-Knox**

**Current Research**

My research examines the impact of hormones on the human voice. This includes physiological and hormonal changes among individuals listening to female voices, collected at different times across the menstrual cycle. We also examine changes in the voice associated with hormonal treatments among transmasculine individuals. Understanding how hormones impact both speakers and listeners has led us to exploring a bigger question: Does the gender or hormonal state of an experimenter impact participants’ hormones, and consequently, their behavior?

**Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection |  | X |  |  |
| Data Entry |  | X |  |  |
| Article Discussion | X |  |  |  |
| Study Development | X |  |  |  |
| Writing Group |  | X |  |  |
| Post Hoc studies |  |  | X |  |
| Literature Review | X |  |  |  |
| IRB Preparation |  | X |  |  |
| Study preparation |  | X |  |  |
| Research Assistant Training |  | X |  |  |
| Participant recruitment |  | X |  |  |
| Data cleaning |  |  | X |  |
| Data management |  |  | X |  |
| Data analysis |  | X |  |  |
| Lab meetings | X |  |  |  |
| Manuscript preparation/publications submitted or accepted |  |  | X |  |
| Grant writing | X |  |  |  |
| Conference attendance |  | X |  |  |
| CV development |  | X |  |  |
| Professional development | X |  |  |  |
| Conduct research with non-human subjects |  |  | X |  |
| Have direct contact with human participants |  | X |  |  |

Students will also be responsible for daily animal care and weekly vivarium cleaning duties. Students need CITI Training to work with humans and animals.

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** Yes
* **Website?** No
* **Is there a minimum commitment for this lab?** Yes, two semesters
* **Are 203 students accepted?** Yes
* **Are there required prerequisites?** Yes, successful completion of PSYC 211
* **Are there preferred prerequisites?** Yes, A or B in PSYC 385
* **Do you mentor honors thesis projects?** Yes, but prefer one semester in lab before beginning honors thesis credits
 |

**Recent Publications**

**(within the past 18 months)**

\*Heymsfeld, S., \*Chang, M., \*Conner, S., \*Lang, J., & **Shoup-Knox, M. L.** (2023), The sound of an honest signal: The role of FUT2 genes in women’s voices, health, fertility, and fecundity. *The Journal of the Evolutionary Studies Consortium, 13. Sp. Issue (1),* 42 - 53.

**Recent Conferences**

**(within the past 18 months)**

Shoup-Knox, M. L., \*Bennett, A., \*Burger, B. S., \*McKinney, C., \*Tokarchick, K, \*Donohue, K., & \*Patel, R. (June, 2025). *Does Gender Matter? A Within-Subject Analysis of Behavioral, Hormonal, and Vocal Changes.* Poster presentation at Human Behavior and Evolution Society Conference, Atlantic City, NJ

Shoup-Knox, M. L., \*Nelson, M., & Jakobsen, K. V. (2025, June). *Does the Menstrual Cycle Affect Emotion Perception in Human or Pareidolic Faces?* Oral presentation at NorthEastern Evolutionary Psychology Conference, Atlantic City, NJ

\* Denotes undergraduate co-authors

# Dr. David Szwedo

**Current Research**

The Social Relationships Lab seeks to understand how social relationships with family members, friends, and romantic partners contribute to meaningful qualities of future relationships and individual adjustment. Students will have the opportunity to work from a longitudinal data set containing a multitude of developmental, social, and adjustment measures from annual assessments of individuals collected from ages 13 to 35.

**Specific Studies**

Current lab interests include (a) how family and peer relationship factors promote healthy vs. unhealthy romantic relationships and (b) how individual differences in emotion regulation and coping responses may influence the quality of family, peer, and romantic relationship development relationships. However, data are available to address a wide range of students' interests (see lists of student presentations on the lab website (<https://socialrelationshipslab.weebly.com/>), and students are encouraged to develop an individual project that fits with their interests.

By the end of the year, students will create a poster of their project that they will present at the JMU Psychology Student Research Symposium and the annual meeting of the Virginia Association for Psychological Science. Students may also have the option to submit their posters for presentation at a national-level conference.

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**Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection |  |  |  | X |
| Data Entry |  |  |  | X |
| Article Discussion | X |  |  |  |
| Study Development | X |  |  |  |
| Writing Group |  |  | X |  |
| Post Hoc studies | X |  |  |  |
| Literature Review | X |  |  |  |
| IRB Preparation |  |  | X |  |
| Study preparation |  |  | X |  |
| Research Assistant Training |  |  | X |  |
| Participant recruitment |  |  | X |  |
| Data cleaning |  |  | X |  |
| Data management |  |  | X |  |
| Data analysis | X |  |  |  |
| Lab meetings | X |  |  |  |
| Manuscript preparation/publications submitted or accepted | X |  |  |  |
| Grant writing |  |  |  | X |
| Conference attendance | X |  |  |  |
| CV development | X |  |  |  |
| Professional development | X |  |  |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants |  |  |  | X |

Students are invited to participate in all aspects of the research process including literature review, hypothesis generation, data coding/analysis, and poster presentation and/or manuscript preparation.

**Things to know before getting involved**

|  |
| --- |
| * **Is there an application to join the lab?** Yes, interested students are invited to review the course syllabus and submit an application. Email Dr. Szwedo (szwedode@jmu.edu) with questions and/or for an electronic copy of the application and syllabus.
* **Website?** Yes, (<https://socialrelationshipslab.weebly.com/>)
* **Is there a minimum commitment for this lab?** Yes, two semesters
* **Are 203 students accepted?** No
* **Are there required prerequisites?** Yes, completion of PSYC 210/211 or PSYC 212/213
* **Are there preferred prerequisites?** No
* **Do you mentor honors thesis projects?** Yes
 |

**Recent Publications**

**(within the past 18 months)**

\* JMU student author

1. **Szwedo, D.E.**, Stern, J., Kansky, J., Lis, E.\*, & Allen, J.P. (2022). Parent and romantic partner behaviors during adolescence as predictors of young adult positive personality, relational competence, and functional independence. *Journal of Youth and Adolescence,* 1-18 (***5 year IF = 6.10***).
2. Shah, E.\*, **Szwedo, D.E.**, & Allen, J.P. (2022). Parental autonomy restricting behaviors during adolescence as predictors of dependency on parents in emerging adulthood. *Emerging Adulthood,* 1-17 *(****5 year IF = 2.64****)*.
3. \*Chandra, C.M., **Szwedo, D.E**., Tan, J., Narr, R., & Allen, J.P. (2020). Interactions between anxiety subtypes, personality characteristics, and emotional regulation skills as predictors of future career outcomes. *Journal of Adolescence, 80*, 157-172 *(****5 year IF = 2.85****)*.
4. Allen, J.P., Narr, R.K., Kansky, J., & **Szwedo, D.E.** (2020). Adolescent peer relationship qualities as predictors of long-term romantic satisfaction. *Child Development*, *91(1)*, 327-340 *(****5 year IF = 5.13****)*.

**Recent Conferences**

**(within the past 18 months)**

\* JMU student author

1. \*Wilson, S., **Szwedo, D.E.**, & Allen, J.P. (2023, March). Parent qualities vs. behaviors as predictors of young adult emotion regulation. Poster presented at the Biennial Meetings of the Society for Research in Child Development, Salt Lake City, UT.
2. \*Wilson, S., \*Hilts, M., **Szwedo, D.E.,** & Allen, J.P. (2023, March).;Adverse childhood experiences as a predictor of love language preferences. Poster presented at the Biennial Meetings of the Society for Research in Child Development, Salt Lake City, UT.
3. \*Snyder, J., **Szwedo, D.E.**, & Allen, J.P. (2023, March). Adolescent experiences as predictors of romantic jealousy in adulthood. Poster presented at the Biennial Meetings of the Society for Research in Child Development, Salt Lake City, UT.
4. \*Johnson, C., \*Allen, K., **Szwedo, D.E.,** & Allen, J.P. (2023, March). Adolescent predictors of anxiety, depression, and physical health in adulthood: Role of affect and relationships. Poster presented at the Biennial Meetings of the Society for Research in Child Development, Salt Lake City, UT.
5. \*Chavez, E., \*Carlson, A., **Szwedo, D.E**., & Allen, J.P. (2023, March) Restriction as a Predictor of Adolescent Social Difficulties. Poster presented at the Biennial Meetings of the Society for Research in Child Development, Salt Lake City, UT.
6. \*Shah, E., **Szwedo, D.E.,** & Allen, J.P. (2022, March). *The relative importance of close friendships vs. broader social acceptance across adolescence for predicting social anxiety.* Poster accepted for presentation at the Biennial Meetings of the Society for Research on Adolescence, New Orleans, LA.
7. \*Smaltz, J., **Szwedo, D.E.,** & Allen, J.P. (2022, March). *Social media behaviors as predictors of romantic jealousy.* Poster accepted for presentation at the Biennial Meetings of the Society for Research on Adolescence, New Orleans, LA.

**Dr. Sri Siddhi N. Upadhyay**

**Current Research**

 As a cognitive psychologist, Dr. Upadhyay's research focuses on understanding the cognitive processes that inform reading. Discourse processing - or text and narrative comprehension - involves more than simply understanding the individual words on a page. Our mental representations for what we read build from the smallest units of language to the broadest higher-order representations, and include word and sentence level comprehension, memory, attention, and pragmatic information. Several broad questions guide Dr. Upadhyay's research: We know our memory for the information we read is not infinite; what captures our attention? In digital communication that lacks pragmatic cues, like tone of voice or facial expressions, how do we overcome this gap in communication? What other cues do we create or use to communicate via text or email? Currently, Dr. Upadhyay is focused on investigating digital communication, specifically how we read, process, and comprehend cues in text messaging. Several conference abstracts, posters, and manuscripts are in-progress for this line of research.

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**Typical responsibilities/experiences of research assistants**

|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| --- | --- | --- | --- | --- |
| Data Collection | X |  |  |  |
| Data Entry | X |  |  |  |
| Article Discussion | X |  |  |  |
| Study Development | X |  |  |  |
| Writing Group |  | X |  |  |
| Post Hoc studies |  |  | X |  |
| Literature Review | X |  |  |  |
| IRB Preparation | X |  |  |  |
| Study preparation | X |  |  |  |
| Research Assistant Training | X |  |  |  |
| Participant recruitment |  |  | X |  |
| Data cleaning | X |  |  |  |
| Data management | X |  |  |  |
| Data analysis | X |  |  |  |
| Lab meetings | X |  |  |  |
| Manuscript preparation/publications submitted or accepted |  | X |  |  |
| Grant writing |  |  | X |  |
| Conference attendance |  | X |  |  |
| CV development | X |  |  |  |
| Professional development | X |  |  |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants |  | X |  |  |

**Things to know before getting involved**

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| --- |
| * **Is there an application to join the lab?** No. Email Dr. Upadhyay and be prepared to discuss your research interests with her. Prior to meeting with Dr. Upadhyay, it is helpful for you to review her [publications](https://scholar.google.com/citations?user=E0_pNDMAAAAJ&hl=en&inst=7533390357246982861) to make sure your research interests align with the lab.
* **Website?** No.
* **Is there a minimum commitment for this lab?** Yes, two consecutive semesters preferred.
* **Are 203 students accepted?** Yes
* **Are there required prerequisites?** Yes. An interest in cognitive psychology, specifically reading, language, and memory. Completion of the methodology core and completion of PSYC 380 Cognitive Psychology (preferably with Dr. Upadhyay).
* **Are there preferred prerequisites?** An interest in reading, memory, and language research and a desire/focus to pursue experimental psychology is preferred but not required.
* **Do you mentor honors thesis projects?** No, not at this time.
 |

**Recent Publications**

**(within the past 18 months)**

Poirier, R.C., **Upadhyay, S. S. N.**, & Klin, C.M. (2025). Complement set focus after positive quantifiers: The influence of context. *Psychology of Language and Communication*, *29*(1), 43-62.

# Dr. Heather A. Yarger

**In the Psychophysiology, Autism, Anxiety, and NeuroDevelopmental Adaptation (PAANDA) Lab, we study the risk and resilience factors that shape social-emotional functioning in autistic and non-autistic youth. Our work integrates biological measures (e.g., heart rate variability), environmental influences (e.g., social context), and psychosocial processes (e.g., emotion regulation) to better understand pathways to both risk and resilience. Students in the lab contribute to advancing knowledge that supports healthy development and mental health outcomes.**

**Dr. Yarger currently has a 4-year NIMH study focused on understanding heart rate variability and anxiety in autistic and non-autistic adolescents.**

 **Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection | X |  |  |  |
| Data Entry | X |  |  |  |
| Article Discussion | X |  |  |  |
| Study Development |  |  | X |  |
| Writing Group |  |  |  | X |
| Post Hoc studies |  |  | X |  |
| Literature Review | X |  |  |  |
| IRB Preparation |  |  | X |  |
| Study preparation |  |  | X |  |
| Research Assistant Training | X |  |  |  |
| Participant recruitment | X |  |  |  |
| Data cleaning | X |  |  |  |
| Data management | X |  |  |  |
| Data analysis |  | X |  |  |
| Lab meetings |  X |  |  |  |
| Manuscript preparation/publications submitted or accepted |  |  | X |  |
| Grant writing |  |  |  | X |
| Conference attendance |  |  | X |  |
| CV development | X |  |  |  |
| Professional development | X |  |  |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants | X |  |  |  |

**Things to know before getting involved**

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| --- |
| * **Is there an application to join the lab?** No. Interested students should email Dr. Yarger interest in joining her lab and she will find a time to meet and discuss their interest and next steps.
* **Website?** Eventually we hope to make one, perhaps an undergraduate could help develop one!
* **Is there a minimum commitment for this lab?** At least a 2-semester commitment with 3 credits preferable each semester, but this can be discussed.
* **Are 203 students accepted?** Yes.
* **Are there required prerequisites?** No.
* **Are there preferred prerequisites?** No.
* **Do you mentor honors thesis projects?** Yes, but I prefer to mentor honors thesis projects for students who have spent at least 1 year (2 semesters) in my lab.
 |

**Recent Publications**

**(within the past 18 months)**

1. **Yarger, H.A.**, Redcay, E., Herrington, J., Kerns, C., & Thomas, S.B. (2025). Assessing Anxiety in Adolescents with Autism Spectrum Disorder (ADORA): Developing a Health Equity Protocol for Non-invasive Biomarkers*. BMJ Open.* http://dx.doi.org/10.1136/bmjopen-2025-107684
2. **Yarger, H.A.**, Straske, D., Fitter, M., Cassidy, J., & Redcay, E. (2025). Relations among parents’ attachment, parenting quality, and autistic and non-autistic children’s social-emotional functioning. *Attachment & Human Development.* doi:10.1080/14616734.2025.2530933
3. Jones, D. R., **Yarger, H. A.**, & Redcay, E. (2025). The Critical Need for Research Examining Mental Health Risk and Protective Factors in Black Autistic Youth. *Journal of the American Academy of Child and Adolescent Psychiatry*, S0890-8567(25)00305-3. Advance online publication. https://doi.org/10.1016/j.jaac.2025.06.010
4. McNaughton, K., Dziura, S., Lemay, E., **Yarger, H.A.**, & Redcay, E. (2025). *Neural similarity and interaction success in autistic and non-autistic adolescents.* Embargoed pre-registration: https://osf.io/g6mv4; *Scientific Reports.* https://doi.org/10.1038/s41598-025-91176-9
5. **Yarger, H.A.**, Sarkar, M., Harrington, E., & Redcay, E. (2024). Autonomic activity in individuals with autism and anxiety symptoms: a systematic review and meta-analysis. *Review Journal of Autism and Developmental Disabilities.* https://doi.org/10.1007/s40489-024-00449-y
6. McNaughton, K.A., Moss, A., **Yarger, H.A.**, & Redcay, E. (2024). Smiling synchronization predicts interaction enjoyment in peer dyads of autistic and neurotypical youth. *Autism.* https://journals.sagepub.com/doi/10.1177/13623613241238269

**Recent Conferences/Presentations**

**(within the past 18 months)**

1. Shenge, V.A., Hua, X., Popal, H., Merchant, J., Munshell, P., **Yarger, H.A.**, & Redcay, E. (2025). *Exploring loneliness through cognitive profiles: understanding executive function and mentalizing across autistic and non-autistic youth.* Poster presented to the 2025 International Society for Autism Research Conference.
2. Reckner, E., Redcay, E., **Yarger, H.A.**, & Vallorani, A. (2025). *Examining associations between neural sensitivity to social feedback and loneliness in autistic and non-autistic adolescents.* Poster presented to the 2025 International Society for Autism Research Conference.
3. Jones, D., Shenge, V.A., Rao, A., Harris, D., Botha, M., **Yarger, H.A.**, Munshell, P., Oladiran, Ol, Dow-Burger, K., Sasson, N., & Redcay, E. (2025). *Friendships in a diverse group of autistic adolescents and adults: A mixed-methods approach.* Poster presented to the 2025 International Society for Autism Research Conference.
4. Popal, H., Xie, H., Shenge, V.A., Jones, R., **Yarger, H.A.**, Charpentier, C., & Redcay, E. (2025). *Cerebellar social reinforcement learning in autistic and neurotypical adolescents.* Poster presented to the 2025 International Society for Autism Research Conference.
5. McNaughton, K.A., Dziura, S., **Yarger, H.A.**, Redcay, E. (2024, September). *Neural similarity differentially predicts interaction success with peers and non-peers in early adolescence*. Poster presented at the 2024 FLUX Congress, Baltimore, MD.
6. Daley, G., Robinson, E., McNaughton, K., Reckner, E., Alkire, D., **Yarger, H.A.,** Redcay, E. (2024, September). *Beyond Individual Brains: Exploring Adolescent Neural Similarity in Social Rejection and Depression*. Poster presented at the 2024 FLUX Congress, Baltimore, MD.
7. Reckner, E., Vallorani, A., Alkire, D., **Yarger, H.A.**, & Redcay, E. (2024, September). *Social and Cognitive Contributions to Loneliness in Autistic and Non-Autistic Youth*. Poster presented at the 2024 FLUX Congress, Baltimore, MD
8. McNaughton, K.A, Dziura, S., Merchant, J., **Yarger, H.A.,** & Redcay, E. (2024, April).*Relations between loneliness and neural dissimilarity in autistic and neurotypical youth.* Poster presented at the Social and Affective Neuroscience Society (SANS) Conference, Toronto, Canada.
9. Reckner, E., Vallorani, A., Alkire, D., **Yarger, H. A.**, & Redcay, E. (2024, May). *Characterizing Executive Function and Theory of Mind Associations with Social Experience Outcomes in Autistic Youth.*Poster presented to the International Society for Autism Research 2024 Annual Meeting.

**Dr. Tracy Zinn**

**Current Research**

**Primary**: Work-Family integration, work-family policies, perceptions of and support for working parents, family-friendly policies; Universal Design for Learning and accessibility in education; Education assessment

**General:** University systems as an organization; applications of I/O concepts to the university environment, including concept of procedural justice, perceptions of diversity and affirmative action, student/faculty interactions, universal design for learning, university & belonging, work/life balance and well-being for students.

**Other:** Behavioral approaches to teaching/training, specifically, investigations of interteaching

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**Typical responsibilities/experiences of research assistants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Often** (All students experience this multiple times each semester) | **Sometimes** (Most students experience this each semester) | **Rarely/Optional** (Students may engage in these experiences but it is not typical) | **Never** (Students will never engage in this experience) |
| Data Collection |  | X |  |  |
| Data Entry |  | X |  |  |
| Article Discussion | X |  |  |  |
| Study Development | X |  |  |  |
| Writing Group |  | X |  |  |
| Post Hoc studies |  |  | X |  |
| Literature Review |  | X |  |  |
| IRB Preparation |  | X |  |  |
| Study preparation |  | X |  |  |
| Research Assistant Training |  |  | X |  |
| Participant recruitment |  | X |  |  |
| Data cleaning |  | X |  |  |
| Data management |  | X |  |  |
| Data analysis | X |  |  |  |
| Lab meetings | X |  |  |  |
| Manuscript preparation/publications submitted or accepted |  |  | X |  |
| Grant writing |  |  | X |  |
| Conference attendance |  | X |  |  |
| CV development |  | X |  |  |
| Professional development |  | X |  |  |
| Conduct research with non-human subjects |  |  |  | X |
| Have direct contact with human participants |  |  | X |  |

**Things to know before getting involved**

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| --- |
| * **Is there an application to join the lab?** Yes, <https://jmu.co1.qualtrics.com/jfe/form/SV_8BAqfYdVXchafo8>
* **Website?** No
* **Is there a minimum commitment for this lab?** Usually two semesters, but some exceptions are made
* **Are 203 (formerly 203) students accepted?** Yes
* **Are there required prerequisites?** No
* **Are there preferred prerequisites?** Yes, prefer if students have completed PSYC 211 or PSYC 213
* **Do you mentor honors thesis projects?** Yes, but prefer students to have completed PSYC 402 with me if they are going to do an honor’s thesis
 |

Contact Dr. Zinn for a list of publications and presentations.

zinnte@jmu.edu